

Half of social workers to be qualified by 1980s

by Frances Hill

Half of all social workers should hold professional qualifications by the mid-1980s, according to a report from the Department of Health and Social Security on manpower and training in the social services, published this week.

Unless this goal is achieved the social services stand no chance of breaking out of the present pattern of undertraining which, except in certain limited areas, is gravely disturbing, the report warns.

It sets out four possible strategies for developing social work manpower and training in the next 10 years, as reported in *The Times* on June 11. Of these the most feasible in present economic conditions is, it says, the strategy providing for a five per cent growth a year in training but no growth in social services staffing.

The report suggests that as further resources become available an alternative programme, which includes manpower growth of two per cent a year, might be adopted.

The Central Council for Education and Training in Social Work has given the report a qualified welcome. It describes it as "a realistic attempt to strike a balance between the magnitude of the need to expand training for the personal social services and the adoption of realistic targets that can be achieved".

The council accepts with reluctance the training target of 50 per cent to provide it for all social work staff.

It believes that a five per cent growth in training a year is feasible. If manpower grows by two per cent

Demand for graduates 'still high'

The demand for graduates, particularly in industry, showed little sign of falling during 1975, according to the annual report of the appointments board of Cambridge University.

Undergraduates had taken note of the economic facts and looked at a wide range of possible careers, the report says. Those who left the search for employment till late in the year had the greatest difficulty.

The number of jobs available at the stock exchange, merchant banks and the Bar had dropped, but there were more vacancies in accountancy and insurance. There was a substantial drop in vacancies for teachers which appears likely to continue.

Of 2,141 first degree graduates in 1975, 795 found permanent employment in the United Kingdom, 447 went on to further academic study and 322 went on to further vocational study. At the end of the year 91 were still seeking employment.

Bath University's 1975 graduates entered the manufacturing industries in unusually large numbers. Nearly a third took this option, compared with 9.5 per cent of all United Kingdom graduates.

Of 639 graduates 62.6 per cent had entered employment by the end of the year. By December only 3.8 per cent were known to be unemployed, compared with a national figure of 5.7 per cent.

Leader, page 10

Commons told intake figures for teacher training courses

Mr Mulley, the Secretary of State for Education, last week gave the House of Commons intake figures for graduate and non-graduate teacher training courses for 1977.

He was replying to Mr Alan Bewell, Liberal MP for Berwick upon Tweed, who asked for a summary of proposed cuts in teacher education.

Mr Mulley said that the intake of graduates into teacher training courses for 1977 was 1,100, compared with 1,000 in 1976. The intake of non-graduate students was 1,000, compared with 900 in 1976.

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Two-tier vocational degrees proposal from Lord Annan

Proposal of two-tier degree courses, where students at the end of their second year would opt for a further two years' specifically on a more vocational basis, was proposed by Lord Annan, provost of University College London, this week.

This was among the changes he said he would make if he were chairman of the "Annan Committee on Higher Education".

In an interview in *The Times*, Lord Annan said:

"We can't go on creating more institutions, we already have too many. The only way of suggesting an adaptation of our present institutions. There is one tremendous benefit which would come from this change. Often people have said that we ought to have certain centres of excellence, obviously Oxford and Cambridge, like the *Grandes Ecoles*. Immediately you do this, people say 'oh, I see, a metropolitan/Cambridge based elite'—quite rightly, because of course in the universities all over the country there are first class departments.

"The advantage of such a scheme would be that you wouldn't argue about what are centres of excellence. There would be certain departments at certain universities which would be the centres of excellence, as it were, additional two-year degrees.

"We are going to face a time of very great change. Nobody can say that the total comprehensive system of the schools system is going to bring about because it hasn't happened yet. It's on the point of happening and we won't see the results for a few years, so it's a brave person who makes a prediction.

"What matters in education more than anything else is the quality of the teaching in the schools. You cannot expand the higher education system as we did in this country without siphoning off men and women who would have taught in the secondary schools, and that may well be one really difficult problem which the schools are going to face."



Lord Annan: system should change.

All 'should be entitled' to continuing education

by David Walker

Courses for all 16 to 19 year olds should be available on demand, as should a statutory entitlement to continuing education for all ages, according to a front bench Conservative MP.

These proposals, along with support for paid educational leave and the extension of the block-release principle, came this week from Mr Timothy Raison, MP for Aylesbury, in a pamphlet published under the auspices of the Centre for Studies in Social Policy, which appraises the 1944 Education Act and its workings.

Mr Raison, a founder editor of the magazine *New Society* and a senior fellow at the centre, concludes that by and large the Act is still working well, although there should be changes in provision for continuing education and the representation of teachers in policy-making.

He expresses his firm faith in the future of local authority control below the level of degrees and advanced courses.

"Perhaps with time the cut-off between advanced and other work may become more complete (though the cut-off age neither will nor should).

"Perhaps there will be attempts to regionalize advanced work, or to remove it from the local education authorities in some other way. But for the time being anyway (and I suspect longer) the arguments for leaving L.E.A.s to work out the best pattern for their own area seem strong—particularly as the Secretary of State has, of course, the power to reject new schemes if he thinks them unsatisfactory."

However, the introduction of some form of paid educational leave or the implementation of the Russell Report on adult education would probably have to be left to the next generation since there was no money for such measures now.

Mr Raison also favours a national council for teachers, on which laymen will have a voice, in order to build up the profession's confidence and status.

His review of the working of the 1944 Act concludes that it could continue to run for several years without major overhaul.

"Of course a number of improvements are needed, some of them fairly quickly, and it may well be continued on back page

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Students challenge election

Students at the University of Wales are to challenge the election procedure which last week made Prince Charles the new chancellor.

Student representatives at the next university council meeting will attack two aspects of the election in which their own candidate, Mr Dai Francis, the former miners' leader, was defeated.

They complain that during the March council meeting which re-elected Prince Philip's resignation

Scots keep UGC link

continued from page 1

Mr Fred Forrester, organizing secretary of the Educational Institute of Scotland, said the Institute was disappointed because they had hoped devolution would provide the traditional isolation from the rest of higher education.

Mr Gwynfor Evans, MP for Carmarthen, president of Plaid Cymru, said: "The decision to prevent the people of Wales from controlling their own university is reactionary."

Mulley gives no 16-plus clues

No immediate decision can be expected on the Schools Council's recommendation for a common 16-plus examination to replace the General Certificate of Education ordinary level and the Certificate of Secondary Education.

Mr Mulley said in the House of Commons this week that he is considering the recommendation but cannot give any indication of when he will reach his conclusions.

NEXT WEEK

London University's Libraries in public sector
Talking point: a new readers' opinions
Peter Lloyd reviews an African university and politics

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14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 9th September NOW only £118 per person.

14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 16th September NOW only £118 per person.

14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 23rd September NOW only £118 per person.

14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 30th September NOW only £118 per person.

14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 7th October NOW only £118 per person.

14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 14th October NOW only £118 per person.

14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 21st October NOW only £118 per person.

14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 28th October NOW only £118 per person.

14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 4th November NOW only £118 per person.

14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 11th November NOW only £118 per person.

14 nights in Majorca in a Casa d'Or Villa with 3 bedrooms (4 people sharing), departing Luton 18th November NOW only £118 per person.

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14 nights in Majorca in a Casa d'Or Villa with

SRC recommends £34m for North Sea research

by David Dickson

A £34m programme of university and polytechnic-based research into engineering problems associated with the exploitation of North Sea oil and gas has been recommended by a Science Research Council task force.

The programme would last for five years, after which the total research expenditure by the SRC in marine technology could eventually reach £10m a year, according to the task force.

But it also suggests that for the initial programme to be carried out on a coordinated basis by research scientists in the various institutions the SRC will need to make major changes in its management and administration.

The task force claims that at present academic effort in the field appears inhibited by a lack of coordination and clear objectives. It recommends that, in contrast to current SRC practice of funding minor uncoordinated research projects in marine technology on a short-term basis, it should develop a coherent plan of investment.

And it adds that, although there will always be a contribution to be made by individual workers with novel ideas, a much stronger organization is needed if the academic sector is to develop both effective support for industry, and an environment which will attract sufficient graduates to further studies.

In view of current pressure on the "dual support" system the task force says it would be "unrealistic" to expect a pro rata increase in UGC support. It recommends that "the SRC and UGC should re-examine their responsibilities in these respects".

The task force was set up in October, 1975, under the chairmanship of Dr J. Birks of British Petroleum Trading Ltd to formulate a programme of research and postgraduate training in marine technology appropriate for SRC support, to assess the need for special facilities, and to recommend how these could best be provided.

In its report, published last week, it says the current level of SRC support for marine technology is inadequate to reflect the national importance of the subject or the potential of the academic community.

"Industrial and government research and development programmes are aimed primarily at fulfilling immediate requirements. There is a need for a big expansion of research in the higher education sector which will be principally longer term and associated with postgraduate training," the report says.

Cambridge approves college status

by Frances Gibb

The council of the senate at Cambridge University has agreed to recognize Robinson College as an approved foundation from the first day it receives students.

The council, accordingly, is satisfied that the college will have proper provision for the education and discipline of its students.

The college may be able to take its first students in September 1977 by accommodating them in two houses it owns on the site, but the new college building is unlikely to be complete for another three years.

Mr David Robinson, a Newmarket racehorse owner, is founding the college with a £10m gift to the university.

Outline planning permission was received in May last year and a detailed planning application has now been submitted to the city council. It will be considered in September and if permission is granted building should begin shortly afterwards.

The college will be situated on the 12-acre Thornycroft site, off Grange Road, Cambridge. Apart from study bedrooms, it will have a dining hall, auditorium and library. It will be the first Cambridge college planned to be coeducational. Ultimately there will be about 300 undergraduate and graduate students, but at first it is likely that only graduates will be admitted.

Eleven fellows have been elected and Professor Jack Lewis, professor of chemistry, has been appointed warden.

TEC courses begin this year

The first courses leading to diplomas and certificates awarded by the Technician Education Council are to start at 39 colleges and polytechnics this autumn.

There are 79 courses leading to certificates in building, civil engineering, cost mining, electrical engineering, cast metals technology, fabrication and welding, mechanical production engineering and textiles.

Diploma courses in coal mining and related skills will be held at the polytechnic of Wales and at four technical colleges; and in mechanical engineering at three naval training colleges.

TEC courses are currently being planned to cover most aspects of technician education and ultimately will involve more than 500 colleges and some 300,000 technician students. The bulk will begin in 1977.

New structure for management centres in regions

The Association of Regional Management Centres has turned a new council with a broader representation of members than in the past. Directors of the 12 designated regional management centres will have ex-officio membership of the council and each of the regions will be able to elect an extra head of department representative.

Mr Bryan Littlewood, retiring chairman of the association and dean of the Anglian regional management centre said this week that the new council arrangement was consistent with the association's objectives of improving the provision of management education and training facilities through the regional centres and their network of colleges.

BM director named

Professor David Wilson, professor of medieval archaeology at University College London, has been named as the new director of the British Museum. He will succeed Sir John Pope-Hennessy, who leaves the £12,000-a-year post at the end of the year.

Professor Wilson, 44, spent 10 years as assistant keeper of the museum between 1955 and 1964, then joined University College as lecturer before being made professor of Archaeology in 1967. He was made dean of the Faculty of Arts for three years from October, 1973.



OU students exchanged empty boxes 'to share experience'

by Sue Reid

The closure of a controversial Open University art and environment course was demanded this week by a polytechnic lecturer, who earlier this year resigned as an OU tutor, and a second year student on the course.

Mr Colin Jones, a senior lecturer in fine arts at Leicester Polytechnic, has been invited to give a full investigation into the second level half-credit course. They claim it fails to fulfil the necessary academic criteria and should be closed down or completely reorganized.

The inter-disciplinary course, based in the faculty of technology, was launched in January. In June it was the subject of an internal inquiry which thoroughly investigated the teaching programme used and the method of assessment. The inquiry approved it and the university now says that another large-scale investigation is unlikely.

From the start the course, which costs £50,000 to produce, was controversial. Creativity through project work plays a major part and although the 250 students will take a formal examination in November much of the assessment is based on their project reports, produced in a variety of media.

The students, aged between 21 and 35, are expected to devote six hours a week to the course. They undertake the projects at home with the aid of a home experiment kit issued by the university. This year the kit included a length of tarred string, a Polaroid camera, sheets of cardboard, a piece of lichen, a microphone, a piece of wire, a tape recorder, a piece of cork, a length of thin cork, a small pot of powdered graphite and a packet of charcoal.

Students were told to use the tarred string in their homes so their friends and family would notice its "project" without having their attention brought to it. Initially, the course literature suggested that it could replace the string leading to a light switch if it were weighted: a cork was suggested as the weight.

The students were also asked to send empty boxes through the post to other course members so they could meet to discuss their shared experience.

Both Mr Jones and Mr Deacon claim the course lacks academic rigour. Mr Jones, who resigned in protest over the course programme in March, said: "It is too introspective. It has much to do with art therapy but the university's claim that it is a serious academic programme is laughable."

"When I resigned I was replaced by an art therapist. Now I think the whole course has to be scrapped and its whole conception re-considered."

DipHE students go for degree

All 28 students who graduated from Oxford Polytechnic diploma in higher education course this summer have opted to convert their diplomas into degrees.

A total of 32 students took the course, which is integrated into the polytechnic's 300-module degree course. Two gave an extra year to complete it for medical reasons and two failed and will re-attempt the examinations.

Approval for Oxford's Dip HE course was given by the Department of Education and Science less than two years ago, after approval had been given for the Dip HE course at North East London Polytechnic and Bulmershe College, and after

ered by a completely different set of course authors.

Mr Deacon added: "The course has to be stopped or some action taken about it. Parts of the literature are patronising and just lie."

Mr Deacon has just returned from the art and environment summer school at Sussex University, which cost £49. There 22 groups pulled chains of rats through the streets to provoke a reaction from the local community (police took students' names, each other up with stinging nettle prints).

Some of the projects were worthwhile, Mr Deacon said. Others were criticised by students and one woman left after two days. "On the first evening the art and environment students were taken out in the gardens to play games. We were encouraged to show true to others by falling backward and asking people to catch us. The students were passed over the back of course members."

The OU has responded to the latest criticism in a statement from Mr Arnold Kettle, professor of literature in its arts faculty, who led the course inquiry earlier this year. He said the inquiry firmly concluded that "the problems of presentation and assessment which the course raised, though real, were not such as should give the university any fundamental disquiet about its academic or intellectual values."

There was considerable evidence that many students found the course stimulating and revelatory. Working group, while not unproblematic, did not lead to any action that the university should take in the future of this or other experimental courses.



OECD sees little scope for savings

There is little scope for economies in running higher education, according to a recent survey of member countries of the Organization for Economic Cooperation and Development.

The OECD reports that economic growth is increasing demand for specialized skills, which means more subjects being taught and more teaching staff.

In some countries—but not Britain—savings could be made by reducing the length of university and college courses. The report says that student loans work in Scandinavia and might save money elsewhere.

"A more important saving measure would be to halt the tendency for smaller classes or even increase pupil teacher ratios. It is likely that such moves would encounter greater resistance from teachers' unions, parents, and students themselves, all of whom will probably continue to feel that closer contact with the teacher in small classes is preferable, even though there is little evidence that it improves academic performance."

"It would thus seem that though there is some scope for government to hold back education costs in the future, it may be difficult to achieve significant economies."

The OECD reports that part of a programme of analysis of public spending—shows that the cost of higher education in most countries is high in Britain. "In terms of cost per student, the Scandinavian countries have tended to direct attention to lower levels of education, while in Britain, Switzerland and possibly Germany, the opposite seems to have been the case."

In terms of the total amount of public spending on education between the early 1960s and 1970s there are some marked differences between countries with very different economic records.

Japan, for example, even though it had a very high economic growth rate in the 1960s, spent a smaller proportion of its total resources on education in the early 1970s than 10 years previously. However such

figures may conceal the fact that in Japan three-quarters of all university students attend private institutions, and general spending on private education is very important.

One conclusion the OECD report draws from figures such as this is that measurement of the "output" of education is well-nigh impossible. "It would seem beyond doubt that education has contributed to economic growth and must have been one of the main reasons for the progress gap between living standards in the developed and developing world."

The report says its effects on growth take time to materialize and is seen as much in increasing cultural activity as in measured output.

"Thus, though education has certainly enhanced economic growth it is difficult to use this general knowledge for the framing of policy guidelines particularly concerning the allocation of expenditure between various levels and types of education."

Public Expenditure on Education, £2.80 OECD.

News in brief

Quarterly journal of media studies begun

The expansion of courses in further education designed to provide training for work in newspapers and television has given birth to a new quarterly journal, *Media Studies*. The journal will cover the professional training of journalists and broadcasters and the teaching of media studies in schools, colleges and universities. It will be edited by Mr James Brennan, a former *Guardian* journalist.

It comes soon after the foundation of a similar journal at the Centre for Journalism Studies, University College, Cardiff.

Subscription details from 30 Leigh Road, Sale, Cheshire.

BBC job for Mr Judge

Dr Harry Judge, director of Oxford University's department of educational studies, has been appointed chairman of the BBC's further education advisory council. He will succeed Sir Lincoln Ralph in March next year. He was formerly professor of architecture at the University of York.

Professor Bliss moves

Professor C. J. Bliss of Essex University has been appointed Nuffield Reader in international economics at Oxford University. Professor Bliss formerly taught at the Massachusetts Institute of Technology and Cambridge University.

Lord Ashby in energy study

Four Cambridge academics, including the vice-chancellor designate, are to take part in study groups set up by the Royal Society on the Government's recently published energy reports. Sir Alan Cottrell, the vice-chancellor designate and Sir James Lightfoot, Lucasian professor of mathematics, are to work with the group reporting on reporting on research and development, and Lord Ashby, former Master of Clare College and Dr Drummond Matthews, reader in marine geology, are to work with the group on offshore oil and gas technology.

Exchange allowances rise

Teachers in the United States exchanges during 1976/77 are to have their cost of living allowances increased. The new rates apply to teachers on the inter-governmental UK-US Teacher Exchange Scheme organized by The Central Bureau for Educational Visits and Exchanges. They will receive £1,616 with an additional £523 for children aged 11 and £405 for those aged 12 and above. The allowances, which are tax free, are payable in addition to the normal salary.

SSRC stoutly defends its research policy

by David Walker

Economic circumstances made it a good time to ask questions about the value of social science research and the accountability of public institutions, the Social Science Research Council said in its recent annual report.

"The SSRC can claim that during 1975-76 it has supported research in many areas of social policy and concern," it says. "For example, these include problems of the national economy and inflation, local government reform and finance, industrial relations and race relations. In all these areas, public discussion has been helped by research funded by the council."

In addition it had funded research on North Sea oil development in Scotland, on compensation for the victims of accidents, provision for pre-school children and on formal and informal primary schooling.

Last year the SSRC received £5,361m, about one twentieth of the total allocated by the Department of Education and Science to scientific research by the research councils. This represented an increase of over 11 per cent on their 1974-75 income, in real terms. About an eighth of the SSRC grant was spent on administration while its permanent research cost £321,000.

The SSRC spent £1,069m on grants for research in universities, colleges and research institutes. There were

over three applicants for each of the 256 grants awarded, which meant the success rate for applications dropped considerably compared with previous years.

Most successful applicants were concentrated in four main academic areas: economists took about a quarter, while psychologists, and researchers in education and management received a further third of the total funds.

By contrast, when it came to postgraduate training all these subjects except management were less important. Over 1,500 studentships were awarded to postgraduates, 250 in management, 212 in sociology and over 550 in planning, political science and economic history. Economics and psychology took nearly another 300.

The report singled out several new research programmes supported by the SSRC. These focused on the educational system and the study of how organizations work.

A team under Mrs Dorothy Wedderburn at Imperial College, London, was awarded over £53,000 to try to establish a measure of performance with organizations.

Over £250,000 went to teams at Leicester, Edinburgh and Bristol Universities for educational research. The SSRC said about its decision to close the Survey Unit that the needs of the academic community in survey work were being re-examined.

Report of the Social Science Research Council April 1975-March 1976, HMSO £1.

SRC reviews funding change

The Science Research Council has written to all vice-chancellors, principals, and polytechnic directors about the possibility of transferring the financing of part-time postgraduate students from local to central government.

This follows many suggestions recently received by the council that it should extend its support of postgraduate training to include part as well as full-time students.

Under the present allocation of responsibility as laid down by the Department of Education and Science, the support of part-time postgraduate students remains a local government duty and is exercised on a discretionary basis.

The council has now said that it would be willing to ask the DES to review the matter if there were convincing reasons why the responsibility for support for part-time students should be transferred to central government.

It has therefore written to vice-chancellors, principals and directors of polytechnics to inquire whether they know of any such reasons.

DES planning is 'inadequate'

Criticism of administrative and planning inadequacy in the Department of Education and Science has been strengthened by an Israeli scholar's independent report after a year's study.

Professor Yehozkel Dror, of the Hebrew University of Jerusalem, looked at policy making across the whole of Whitehall, but his conclusions are remarkably similar to those reached by the Organization for Economic Cooperation and Development in its study of the DES and by Lord Crowthier-Hunt.

Professor Dror urges that senior civil servants should be better trained in a reformed Civil Service College. More "outsiders" ought to be introduced at senior levels. The report is to be published shortly.

Exam board 'would close over changes'

Cambridge University might dismantle its schools examinations board by rather than accept the School Council's proposed Ofvel changes, one of the board's officials warned this week.

Mr Albert Hardy, its deputy secretary, said: "Any proposal involving the syndicate and its work will involve Cambridge University as a whole. We are owned by the university and it may be that it will have some very different ideas for the staff and buildings here aged 12 and above. The allowances, which are tax free, are payable in addition to the normal salary."

Obviously any move will have to gain its full approval," he said.

Guide to college courses published

Details of all courses leading to a diploma in higher education, or to degrees other than teaching qualifications in colleges of education next year are contained in a handbook published this month by the National Association of Teachers in Further and Higher Education. It is available from Lund Humphries, The Country Press, Drummond Road, Bedford BD8 3DH, £3.50 post free within the United Kingdom.

Booklets giving summaries of teacher training and diversified courses are also published by NATFHE as quick reference guides.

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Don's diary

Thursday

The council's annual report was published at 11 am, at which hour I ceremonially tore open the parcels of completed copies duly delivered by Harvillans and labelled in red, "not to be opened before 11 am". It feels like Christmas.

I open a modest bottle of Port, give a white wine and share it round the office, feeling that we have all earned it (even if I have paid for it). Compiling the annual report of a publicly funded body is a soul-stretching experience. At this moment, I think, this document is being laid on the table of the House of Commons.

I think back to my years in the Press Gallery—back to the days of Gaiskill and Butler and Winston Churchill's eightieth birthday—and wonder how in all those years I failed to notice these shovels of public accountability being laid on the table before me.

It was a bit discomforting, a couple of days ago, to pick up the telephone and have a voice say: "This is number 10. We have just got a copy of your new annual report, and no one wants to see it coming, so we haven't listed it for the lobby. You do realize the lobby gets terribly suspicious when things are landed on them without warning?" "Sorry, darling," I say. "It's probably my fault. Everything is. Will they be very angry with us?" A giggle at the other end, and general cheerfulness follows.

After one glass of wine, we all set about putting copies into envelopes. What a nice shade of green the cover is.

Friday

Acres of newspaper about the public spending cuts, including £5m cut for the research councils. Two small paragraphs about the Social Science Research Council—half a dozen lines on the back page of *The Guardian* (Anthony Tucker rang yesterday afternoon) about our new panel jointly with the Sports Council on violence in sport; and there are 400 words of accurate digest in the *Financial Times*. Silence everywhere else.

As I am about to leave the office, the telephone rings. It is the education correspondent of *The Daily Telegraph*. "I have your annual report," he says. "Do I take it that you won't be giving any more of these silly grants?"

I groan, because it hurts too much to laugh. "We do not give silly grants," I say, trying not to do it huffily. "We only give grants for serious research." "Well, then," he says, "what about Healey's cuts?"

"You know they were only announced yesterday," I say, so of course we do not have any idea how they will affect the SSRC. In any case, the SSRC is by far the smallest of the research councils, so reasonably we hope that we shall not be cut back very much. Though obviously everyone is looking hard at the spending of public money."

Off to the Mermaid, and a pleasant beer and sandwich lunch. Back to the office. The telephone rings.

"This is the *Daily Mail*," says a metallic voice. "I have your annual report. In the list of final reports, will you please tell me how much these cost?" He lists four.

Three are social anthropology—Colombia, Ankara, Indonesia. Here we go again. I look forward to the story about why the British taxpayer's money is being spent on these exotic subjects.

I wonder, for the hundredth time, why the British taxpayer is properly fascinated by the BBC's travel programmes based on anthropological research, but why its watchdogs yap at the work that necessarily precedes them. No doubt someone at the BBC feels as I do. They have just taken a lot of public stick for the coverage of the Democratic Convention and the Olympics. I look up the cost of the grants he names, and give the amounts. Most are for hundreds of pounds, not thousands. I point the fact out. No response. He rings off. God bless the *Daily Mail*. I still think it is a good newspaper.

Saturday

Worried that the four-foot bridge on the Harpsichord I am building keeps breaking when I stick it on. I really must get a replacement. Instead, I go out to get food for the weekend, and buy *The Daily Telegraph*. Nothing on the front page. Turn to page two. "No more State cash for 'silly' research," over the byline of John Ibbicki. "University sociologists who want grants to finance their research projects are to be told that the Social Science Research Council will consider only 'serious research work'."

Well, that's one way of reporting the statement that we have only ever funded serious research work, but not the one that in my 20 years in journalism I would myself have chosen. However, read on.

"In the past the council has given a number of controversial grants, among them one for the study of the life and habits of the pterodactyl, a stand stock still in the middle of Cowley Road."

Back home, I remember that the *Telegraph* Magazine did a piece some time back. Dig it out. Sure enough, there it is. Only that young reporter (who too honestly

came to me and said that he had been told to do a piece about the silly research we were funding) got it right, and attributed the Research Council, not ourselves. It looks as though Ibbicki has misread his own cuttings.

Sunday

Walk up to the George IV for a drink before lunch. Mentally apologize to the shade of Richard Boston.

Back to cook lunch. The carrot and orange cold soup is pretty good, though I say it myself. It inspires one of my guests, who runs a dry-cleaning company, to promise to get one of his workmen to make me a four-foot bridge for the harpsichord. A man who fights dry rot during the week and builds guitars at weekends. I know how he feels.

Monday

Into the office. Young Graham, who has never quite realized until now why I insist on his travelling through all the daily newspapers, comes rushing into my office waving a copy of the *Daily Mail*, open at the main feature page.

"If you really thought Healey turned off the spending tap," reads the display, "here's the costliest laugh of the week." There follow about 2,000 words of denigration of the Social Science Research Council and all its works, mainly by listing social anthropology grants.

I scrape myself off the ceiling, stop trembling and start laughing. Andrew Alexander writes a witty Parliamentary column. Here he goes again. Oh, God, he's picked up the error in the Ibbicki piece in the *Daily Telegraph* and retailed that error about the pterodactyl. For heaven's sake, do I have to hire a plane to trail a banner over Fleet Street reading "It's not one of those No. 10 might get 10,000 been made printed, though that would get the message across."

Discard the idea. I ring Max Wilkinson. He says it is not to do with him. I am not paying him. He is in evidence, impressed by an old ship, brushes me off, and, by anyone, academic or not, outside the university? Yet the institutes attract their own specialists from many parts of this country and from overseas. Equipped with outstanding libraries, concentrated—with two exceptions—inside the university's Bloomsbury nucleus, they form a constellation of centres, unequalled anywhere in the world for academic research and advanced teaching.

Tuesday

Over a lunchtime drink I sit over with two of my favourite colleagues on the Evening News. "I was still in newspapers, you know," says one. "I was writing the same sort of thing the grants Andrew Alexander had—his 'favourite dotty project'—since 1851. I have read the report, and it happens, and I Ehrlich has written subsections. It is a masterly study of a society in decline, and if you want to know why British industry is in its present state, it is that book, in its incontestable detail."

The Evening Standard says "Fleet Street Aid Sold". The Newspaper Publishers' Association has failed in its attempt to get a grant from the European Community for Fleet Street products. A rejected grant. Oh, dear. I do find myself laughing uncontrollably.

David Wainwright

The author is director of the Social Science Research Council.

THE TIMES HIGHER EDUCATION SUPPLEMENT 1.8.76

There is at present an odd reluctance to draw attention to the times this country is good at, which may be one reason why the University of London's senate institutes are so little known: how many can be named by anyone, academic or not, outside the university? Yet the institutes attract their own specialists from many parts of this country and from overseas. Equipped with outstanding libraries, concentrated—with two exceptions—inside the university's Bloomsbury nucleus, they form a constellation of centres, unequalled anywhere in the world for academic research and advanced teaching.

The senate institutes have evolved in a characteristically English way. Their first 55 years suggest that each was conceived to fill an important academic need, and was fostered by a far-sighted and dedicated scholar who—often as first director—saw it safely through its

nursery years. Within the overall financial control of the university, whose generosity they readily acknowledge, the institutes have been healthily independent.

They are hard to define. Apart from the Institute of Computer Science, which was recently closed, and the technological skills of the Institute of Archaeology, they are concerned with non-scientific disciplines. Again, apart from the Courtland, the Institute of Archaeology, and the School of Slavonic and East European Studies, their members are postgraduates.

The University of London, metropolitan and federal and mustering over 30,000 students, is the only British university capable of nurturing the institutes. In many cases it has provided staff as well as buildings and funds. Institute appointments can be shared with university colleges. All the directors find time

for teaching—often lecturing in Britain and overseas—as well as for administration and research. They are an impressive company, each active and eminent in his field. Professor Handley manages to direct the Institute of Classical Studies on a part-time basis, and is also professor of Greek and head of the department of Greek at University College.

The institutes defy statistics. Their facilities are used by full-time students, by part-timers doing a second degree, by overseas scholars on vacation or sabbatical, for national and international conferences, and for many other purposes. The splendid Bloomsbury setting has provided some fine homes, both ancient and modern, for them. In spite of the expense of books, buildings and technological equipment all agree that the institutes cost relatively little for the outstanding work they do.

London University's academic constellation

The Institute of Historical Research was the first to be founded, in 1921. Now housed in Senate House it is widely used as a centre for advanced work in history. Some 30 seminars are held each week in specialist rooms, provided with books containing or describing the main sources of medieval and modern history.

It also administers the Victoria "History of the Counties of England", and provides accommodation and facilities for the editorial board of the "History of Parliament". Its unique library of 130,000 publications is restricted to primary source materials. In print, reference books, and international historical journals.

Professor A. G. Dickens, the present director, is also honorary foreign secretary of the British Academy, and the institute enjoys valuable contacts with other academics in France, Germany, the USSR, Poland, Yugoslavia, Hungary and elsewhere. It has some 400 American and Canadian members and for the past 48 years, has acted as host to the Anglo-American Conference of Historians.

The Courtland was the second senate institute to be founded, in 1932. Its students of the history of European art last year numbered 54 full-time undergraduates, and 107 full-time and 59 part-time postgraduates. Until 1947 it was the only university department in Britain offering a first honours degree course in art history.

Outstandingly fortunate in its benefactors as well as its teaching staff, the Courtland has to move from its elegant Portman Square house, built by Robert Adam, when the lease runs out in 1981. A move to Bloomsbury has been planned for some time, and it needs further generous benefactors.

As well as a fine library of books on Western art, the institute houses the Wittich Library of over 100,000 photographs and reproductions of paintings and drawings, the Conway Library of photographs and reproductions of architecture, sculpture, manuscript illumination, metal-work and textiles, several other specialist photographic collections, a photographic department, a slide department and a history of dress department.

The public are admitted to Tuesday evening lectures in Portman Square, and last year over 80,000 visited the Courtland Institute Galleries in Woburn Square. Professor P. E. Lasko recently succeeded Professor Sir Anthony Blunt as director.

The School of Slavonic and East European Studies, founded as part of King's College in 1915, became a university institute in 1932. Based in Senate House and two nearby houses in Russell Square, its function is to teach and promote research into the languages, literature, history, culture and politics of Eastern Europe and the Soviet Union. Mr. Angus Walker is the new director of the school, which last year had 159 full-time undergraduates, and 42 full-time and seven part-time postgraduates.

The past five years have been problematical, with the need to cut down expenditure, and suggestions—eventually rejected—of amalgamating with a multi-faculty college of the university. Student numbers have risen recently.

Meanwhile the school continues, with an academic staff of over 50, to teach such recondite subjects as Finnish language and literature, the history of the South Slavs, the medieval history of Orthodox Eastern Europe, and comparative Slavonic philology.

The Institute of Archaeology was founded in 1937 by the late Sir Mortimer Wheeler and his wife to provide the country's first "laboratory of archaeological science". With Professor J. D. Evans as director, it has nearly 200 graduate and undergraduate students in the fine new Gordon Square building which it shares with the Institute of Classical Studies.

About half the postgraduates come from abroad, many from the United States. There are close contacts with schools, museums and other universities, and the institute houses valuable teaching and reference collections as well as laboratories, exhibition space and a library of books, periodicals and pamphlets. A series of seminars, the Summer Archaeological Field Unit provides students with opportunities for field and research training, and some employment prospects.

The Wehring Institute, brought from Nazi Germany in 1934, was incorporated in 1944. Primarily concerned with European



From left: Courtland Institute, at work in Institute of Archaeology, new building housing the Institute of Education.

thought, literature, art and institutions derived from the classical tradition, it is open to the university's academic staff and postgraduate students as well as to teachers and research students from elsewhere. An undergraduate course in the civilization of the Italian Renaissance is taught on an inter-collegiate basis.

The library of 150,000 books and offprints, arranged to facilitate interdisciplinary research, includes sections on the history of state, government, church and myth, and cosmological and astrological ideas and their pictorial expression. The photographic collection includes sections on Christian and secular iconography, and on illustrated manuscripts. The library also contains a large collection of architectural, sculpture, manuscript illumination, metal-work and textiles, several other specialist photographic collections, a photographic department, a slide department and a history of dress department.

The Institute of Advanced Legal Studies, is very different in scope. Established in 1946, it now claims to be Britain's major focus for advanced legal research on a wide range of topics, and its library offers 125,000 items, including many—particularly foreign legal periodicals—not available elsewhere in the country.

Last year some 1,300 legal scholars from over 60 countries used the library, and this year the institute moved to Charles Clore House, its new purpose-designed building in Russell Square. Next term Professor Sir Norman Anderson succeeds Sir Norman Anderson as director.

The Institute of Commonwealth Studies is housed in a gracious nineteenth-century house, also in Russell Square. Established in 1949, it provides research facilities in social sciences and research in history for postgraduate students and members of academic university staff. The library has some 70,000 books and papers, specializing in official publications of Commonwealth countries and bibliographical material.

Professor W. H. Morris-Jones, the director, is happy that two serious gaps have been filled by the recent formation of a British Association of Canadian Studies and by an inaugural conference aimed at establishing an Association of Caribbean Studies. Academics from all over the world, he says, still come to London as they did in the 1930s, because the best people and the best libraries are here.

Subjects studied are topical and useful. Nigeria since the Civil War was a recent theme, and last May an Anglo-French conference compared British and French experiences in decolonization and post-independence relations with the mother country. The papers will be published in a bilingual volume. Next year a conference will examine French and British relationships with the universities they launched in their former colonies.

The Institute of Germanic Studies, also in Russell Square, was founded in 1950, and is the country's only specialized institute in this field. Its 40,000-volume library includes a large reference section, and includes the Prebisch-Closs collection of first and early editions of German classical and romantic writers, the 68 volumes of Zedler's eighteenth-century *Universal-Lexikon*, and early and recent reference works.

With Professor G. V. Beck as director, the

institute offers lectures, seminars and the opportunity of consulting the Gudolf Archive and papers relating to the history of German studies in Britain and Germany. It also mounts exhibitions, and collaborates with German, Swiss and Austrian embassies and cultural institutes.

The Institute of Classical Studies, founded in 1953, moved into its new Gordon Square building in 1958. The university's multi-partners in founding the institute were the Society for the Promotion of Hellenic Studies and the Society for the Promotion of Roman Studies. Enriched by a well-known journal and a national and international membership, and now flourishing, the institute has a steady influx of historians from America. The interchange is valuable for British scholars as well as for the Americans, who come to sit at the feet of outstanding authorities, and for our unequalled libraries. Many original sources of American eighteenth-century history, for instance, are found only in the Bodleian and in London.

Accepted as they are in our universities, American studies still has to win over the school sixth forms and polytechnics. Meanwhile Professor Wright sees no signs of decrease in student interest or in the quality of applicants.

The British Institute in Paris is the last of the senate institutes and is something of an outsider both geographically and functionally. Founded as the *Guilde Internationale* in 1884, it became part of the University of Paris in 1927. In 1969 it was incorporated as a senate institute of the University of London, and this year it moved, with the British Council, into a new British cultural centre in Paris.

There are two departments, one teaching English, the other French. The French department runs part- and full-time courses for school-leavers and undergraduates, as well as courses in research methods for PhD candidates and for teachers of French. Students are prepared for the certificates for foreigners of the University of Paris, and there are vacation courses for assistants appointed to French schools. Both departments also run correspondence courses. The director is Professor F. H. Scarfe, and its London base is Senate House. Its French address is 9, rue Constantine, 75007 Paris.

So much for the past and present achievements of the institutes. Nationally and internationally, they are valued as unique centres of scholarship and advanced teaching. But what of the future?

The main question-mark is financial. If funds are not forthcoming, the work cannot expand. Maintaining present levels may not imply stagnation, but economising on teaching, library and senior appointments is a serious matter.

Scholars who cannot afford full-time attendance can be fitted in as part-timers so that, for instance, one-year courses are taken over two years by people doing part-time jobs. But higher charges for overseas students are a grave threat to the institutes, which need contact between their own and other scholars.

Adeline Hartcup

Tony Travers asks why the Government avoids two ready sources of income to finance learning

Cons block pros in graduate tax and student loan debate

The disadvantages of the loan system are considerable. For example, a graduate getting married would present his or her partner with a debt to be paid. Also, the prospect of a burden of debt would deter children of poor families from taking a loan to continue their education, and would deter anyone from taking a valuable but low paid job. These reasons seem to rule out loans. But is taxation any better?

Howard Glenister, in an article published in *Higher Education Review*, in 1968, thought it might be calculated in the following way: All graduates would pay a proportion of their incomes in tax. This could be assessed so that the payments made by someone earning the average income of a graduate would equal the cost of his education. Graduates receiving less than the average income would clearly pay less than the full cost, while those

with above average incomes would pay more. In the limiting case, a graduate with no income would pay nothing.

There are five main arguments in favour of a graduate tax.

First, it would enable the whole community to recover the resources devoted to higher education from those who derive most benefit from it. Second, there would be less financial constraint upon higher education if it was seen as being at least partially self-supporting. The DES would have a stronger argument for funding because revenue from taxation would rise as the system expanded. Third, taxation has the benefit of being progressive in its impact. Fourth, the autonomy of universities and polytechnics should be increased. This would depend on the size of revenues, and in what way funds were passed from tax payer to institution. Finally, a graduate tax system could provide a reasonable income for all students

when they needed it, to be repaid when and if it could be afforded.

There are also arguments against a graduate tax. The state already enjoys extra income because of higher education: graduates tend to earn more than non-graduates, and on the level of the proposed tax, it could increase the benefit to the state. The brain-drain, and eventually reduce the government's total revenue from graduates. There is the risk, too, that the tax would not generate sufficient revenue to justify administrative costs.

These arguments could be countered by levying the graduate tax on gross income (income tax would continue to be levied on net income), by arranging for governments to collect the taxation of emigrated graduates, and by administrative costs small in proportion to the total.

Nevertheless, what is the order of repayment involved for graduates of different types? Answers can only be approximate because the calculations involve projecting student numbers, the costs of higher education, the inclusion of research costs in cost estimates, and assumes that a graduate tax would give full maintenance grants to all students.

The cost figures used both for current and capital expenditure of universities and polytechnics are based on work done for the Working Party on Manpower and Training for the Social Services, which was published in December 1975. They are for 1975 Survey prices.

Expenditure on graduate takes place over a short period. Repayment starts later and are spread over many years. This causes a time lag between costs incurred and repayment, which means that some allowance must be made to compensate for future repayment of money spent today.

Three discount rates are used: 0 per cent, 5 per cent and 10 per cent. The last rate is recommended by the Treasury for calculating the "discounted" value of future payments to projects in the nationalized industries. (This means that if the Treasury were to insist that higher education be treated as an industry producing "human capital", with production costs

covered by the graduate tax, they would require the tax payments to be discounted at 10 per cent.)

The table shows the total cash payments to be made by graduates over 20 and 40 years using these discount rates. Figures have been calculated for different types of course at different institutions.

The repayments would cover the costs of a graduate's education. A progressive graduate tax could collect sums rising by two and a half times over 40 years, allowing for graduates' rising incomes. This would imply payments for an average university science graduate of about £190 a year, rising to £475 a year before retirement. A similar student in a polytechnic would make payments rising from £165 to £415. But, medical students would be faced with about £570 a year to £1,475 for teaching costs alone. The position would be similar for those with higher degrees.

These figures assume a 5 per cent discount rate, with repayments over 40 years. If the discount rate was fixed at 10 per cent, repayments would be even higher. Repayments of this order would require substantial deductions from salaries of graduates from high cost courses (e.g. medical) from the start of their working lives; extra taxation of £10 per week or more would probably encourage junior hospital doctors to leave the NHS more quickly than at the moment. The order of the recent troubles in the service.

Having estimated the level of repayment required, it is possible to make rough calculations about the likely revenue from a graduate tax, and to compare this with estimated expenditure on higher education

ANNUAL PAYMENTS IN £S OVER 20 YEARS AND 40 YEARS FOR GRADUATES WITH DIFFERENT QUALIFICATIONS

	20 yrs	40 yrs	20 yrs	40 yrs	20 yrs	40 yrs
Universities						
Arts	288	144	462	540	676	580
Science	555	428	1373	997	2010	1738
Medical						
Polytechnics						
Science	232	128	404	294	592	510
Maintenance Grants	407	204	653	474	956	810
London	122	61	195	142	286	210
Provinces	112	56	178	125	261	190
London (41 years)*	102	51	168	113	228	170

* For medical students

Lakes and Mountains

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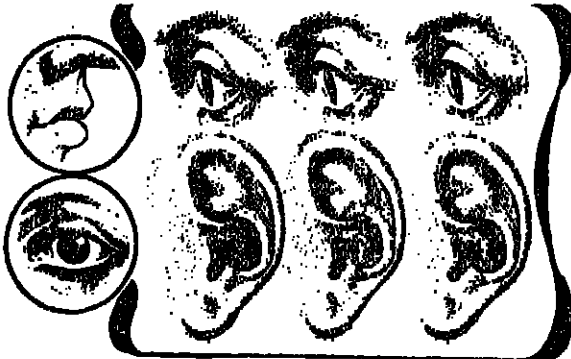
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THOMSON HOLIDAYS

ATOL 152BC.

Sheffield social



A little more energy (and presumably cash) is needed for the "on location" films. Clambering over the mist-swept hills of Coniston filming a group of students on a *Survey Field Course* (Cambridge University) is an enviable job but the film is intended to serve only a limited objective—that of coaxing subsequent years' engineering students to specialize in surveying. *Lift Off* (Strathclyde University) seeks in a vivid manner to instil into first-year engineering students the more serious responsibilities of

The authors are in the department of history and communication studies, Sheffield Polytechnic.

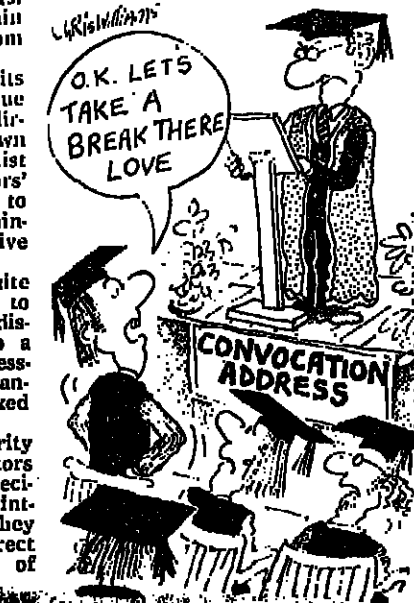
The authors are in the department of history and communication studies, Sheffield Polytechnic.

Therefore it is necessary to design a system which attempts to anticipate the student's needs, to bring him face to face with the problems he may have and help him to do something about them. Then in the second and later years, while still providing the resources for the student to solve his prob-

It appears that the
be shown how to
greater efficiency to
development and that
need to consider be
easing them into the
higher education and
them to take greater r
for their own self-dev

Philip Hills is a Lecturer in the Institute for Educational Technology at the University of Surrey. This article covers material described in detail in his book *Self-Teaching Psychology: A Guide to Self-Teaching Psychology*, published by Heinemann Ltd, London.

A cartoon illustration of a man with a large nose and wide eyes, wearing a dark shirt, shouting or speaking loudly. He is standing in front of a podium that has a sign on it that reads "CONVOCATION ADDRESS". On the podium, there is a microphone and some papers. The man's mouth is wide open, and his expression is one of intense emotion or surprise.



J. Michael Wak
The author is lecturer in dram

There is a precious tradition of English adult education which

Thinking up courses, finding suitable tutors, locating accommodation and publicity are all part of organizer's job—as is finding students. The programme for Warrington Cheshire has consisted at times of 97 courses for which one is required to find a minimum of 1.164 students.

Planning such a programme starts in November when one is already fully committed as a teacher

His main advantage is that he enjoys academic freedom of an enviable sort and is constantly reaching mature students who actually want to learn. So his advantages are clearly priced when compared with the "advantages" outlined above. Internal colleagues or new aspirants should perhaps be aware of what some of these amount to.

Tom Costello

—with the aid of colour TV. Over 50 National Panasonic video machines have been

Forty-six students returned the questionnaire. It was divided in two parts to assess, first, the transmission of a body of knowledge and, second, the means whereby the student develops an understanding of the topic.

In philosophy of education 39 per cent regarded the seminar method as the most interesting, followed by independent study (30 per cent), tutorials (24 per cent) and lectures (7 per cent).

David Mollet is senior philosopher

...at this country can afford to have a school has sufficient funds to provide a full five-year training program in all aspects of the theater. The drama department

J. M.

Michael Wakton
Lecturer in drama at

ly, it is reasonable for a
of technology to accede to
from society for certain
be treated more urgently
ers; but Hodge is specifi-

like John Lyons and Peter M. have been contributing and substantially to transnational generative studies since their inception, and can be dismissed as "more epigones on a giant's shoulders" (what a giant's shoulders and how

Dr Lass is a member of linguistics at the University, and is a member of the department of linguistics and linguistics at College London.

ber of the depart-
ments at Edinburgh.
Dr Pullum is a
department of pho-
ysics at University

LETTERS TO THE EDITOR

Early Experience: Myth and Evidence

From Dr Ann Clarke and Professor A. D. B. Clarke

Sir—Dr Kellmer Pringle's lengthy review of our book (*THES*, July 23) both seriously misrepresents it and shows a fundamental misunderstanding of the evidence, methodology and interpretation presented. Since she has herself repeatedly referred to "the crucial importance of the first few months and years" and "the significance of even the first few weeks of life" (it is natural that this book should have upset her).

Our evidence that early experience does not exert a disproportionate effect on subsequent development does not seem proven. According to your reviewer, she seems totally ignorant of the flaws in the three principles she derives from the 1964 book of a much-quoted developmental theorist, which she supposes cast doubt on our thesis.

The more obvious are: (1) The question of establishing units of measurement of behavioural characteristics which have the same meaning at different ages; and (2) the problem of demonstrating that the social environment in fact exerts a greater influence on the development of individual during periods of rapid growth. It is even unclear whether psychological growth spurts parallel physical spurts. Currently these data offer no valid evidence on the importance of early experience.

One of your reviewer's "devices" is to quote us accurately, and then to offer without acknowledgement seemingly original critical comments which in fact we made with equal emphasis. The unsuspecting reader might believe that it was Dr Kellmer Pringle who was weighing the evidence and not ourselves.

Thus she notes that in real life a child has a continuity of experience. Quite so. We emphasized this fact. But she has missed the vital methodological point that "unless it can be positively shown that there was a significant discontinuity between early and late environmental circumstances, no conclusions can legitimately be drawn concerning the effect of the former".

Most of our contributors consider that the first five years of life do not exert a disproportionate and irreversible effect on later development; physical and social environments are important for development; it follows that where intervention in the lives of deprived children is necessary, it may be effective at later stages of development, provided optimal conditions for cognitive and social growth are offered over a lengthy period. It must follow that early intervention, whatever its quality, can never be a permanent substitute for deprivation.

This theoretical position has enabled us accurately to predict the unsuccessful outcome of several costly early intervention programmes before their results were available. The inevitable corollary of the evidence presented is that does not have as a major focus the social circumstances of middle and later childhood has any chance of success.

In the last decade we have witnessed

costly social programmes focused on children during the "critical years of development". These, ranging from Headstart to the new excitement about child mind, or even paying reluctant mothers to stay at home during their child's pre-school years, appear to us as sad and misconceived efforts for the solution of some of the distressing problems confronting children. In so far as they are based on the assumption that what happens to a young child is in any sense more important than what happens to an older child, they will follow in the wake of all the other panaceas founded upon this myth.

So far, the only effective solutions for severely deprived children appear to be either adoption into a secure family or, as a second best, rearing in a good children's home. For less deprived children, it is possible that the programme outlined by Bronfenbrenner may be effective in many cases, but we respect his caution and his determination to re-evaluate these solutions as new evidence becomes available.

Restricted by space, we are forced to rest our case on the validity of our statement that "we have assembled a body of evidence which suggests a reformulation; this should not be interpreted literally as a counter-argument, but rather as an attempt to achieve a balanced view". Science proceeds both by the emergence of new data (which we have offered) and also by the realization that previous interpretations were impractical.

Doubtless the majority of our readers will see the logic and consistency of our arguments. There is, however, the possibility that the case may be perceived as new. As a colleague remarked at the time of the early work on mental retardation, scientific innovations usually attract the following chronology of comment: "I don't believe it, however, not this way"; "I finally, 'I knew it all the time'".

ANN M. CLARKE, Department of Educational Studies, A. D. B. CLARKE, Head of Department of Psychology, University of Hull.

Dr Kellmer Pringle replies Sir—Adequate discussion of the issues raised in Professor and Dr Clarke's letter, including the significance of growth spurts, would require more space than is available; hence I can only refer readers to my book *The Needs of Children* for amplification of my views.

There is some common ground between us. We agree that it is never too late to try and intervene. But we part company if this is taken to imply either that early intervention has been shown to fail or that it can be postponed until the middle or later years of childhood without the damage being compounded. To argue this way is to ignore the reality of what has so far been done.

There is only too much evidence to show the ineffectiveness of later intervention in altering the effects of early damaging experiences. Schools for the maladjusted, approved schools (now renamed community homes with education on the premises), hostels and the like,

all have a dismally low rate of success. Yet has there not been in these instances "a significant discontinuity between early and later environmental circumstances"?

Invariably, early intervention programmes have resulted in improved development which then fades with the passage of time. What is surprising is the disenchantment with early intervention which this has produced. It is rather like expecting a starved child who gains weight to be temporarily provided with an enriched diet not to lose weight again when returned to the starvation diet.

Similarly, the effects of early intervention programmes disappeared because they were discontinued after relatively short periods. And later intervention programmes have had disappointing results precisely because they came too late. What is needed for retarded children is a programme of early, comprehensive and continuing intervention.

Professor and Dr Clarke claim that "in the last decade we have witnessed costly social programmes focused on children during the 'critical years of development'". This is true only of the USA. In this country there have been only three major programmes—the Educational Priority Areas, the Community Development Programme and the Inner Areas Study—all of which were concerned mainly with school age children and adults.

In this context Professor and Dr Clarke's mention of child rearing is surprising since this is the most costly, most neglected and in some sense a new provision. Equally puzzling is their reference to "even so-called 'reluctant mothers' to stay at home". Since this is not being done in this country and no attempt has been made to find out whether mothers would wish to use it, how can it be assumed that they are reluctant to do so?

Since Professor and Dr Clarke started with a partial quotation, may I give a relevant paragraph from one of my recent books which shows that my position is more balanced than would otherwise appear.

"That early childhood experiences have great potency is quite beyond doubt; so is the fact that their consequences are often long-lasting. Of course, experiences later in a child's life may also have a similar marked on lasting effect on subsequent development. But as in most other fields, prevention is undoubtedly better than cure. Now being given to the earliest years, indeed months, of life are entirely justified. What is not justified is the pessimism which has followed... from recent only very successful attempts to re-early environments."

It must now be left to your readers to judge whether the case has been made out for the claim that early experience does not exert a disproportionate effect on subsequent development.

Yours faithfully, MIA KELLMER PRINGLE, 68 Wimpole Street, London W1.

NORTH AMERICAN NEWS
MICHAEL BINYON reports from Washington

Congress seeks tougher food stamp qualification

It will be harder for students to obtain food stamps entitling them to cheap food if a Bill tightening up the regulations is passed in Congress. The Bill says that in future students without dependants will not be entitled to the stamps.

Nobody knows how many will be affected, but the agriculture committee of the House of Representatives estimated last year that about 205,000 students were eligible and the Department of Agriculture estimated that one per cent of all recipients were students.

A recent inquiry by the General Accounting Office found that in 1964, 13 per cent of the students were getting stamps. The stamp programme, introduced in 1964, is meant to help low-income families obtain nutritious adequate diets by selling them stamps which have a greater face value than their cost.

In recent years there has been considerable disquiet both in Congress and among the general public that too many students were getting stamps. The percentage of stamps got by students was 13 per cent in 1964, but the percentage of stamps got by students was 13 per cent in 1964, but the percentage of stamps got by students was 13 per cent in 1964.

In general the prices participants pay for the stamps and the total value of the stamps they receive are based on household size, income and certain deductible expenses. Excessively low-income households get stamps free.

President Ford is trying to raise the eligibility for stamps, although this attempt is now the subject of a law suit, and Congress is wading its way through a long Bill to reform the whole programme.

What Congress will do on when it comes to the survey is the finding that little of all those in the one single-member household the food stamp household is the food stamp household.

Courts oppose 'reverse' discrimination

A second legal ruling in the past month has made it clear that American courts are becoming increasingly hostile to the "quotas" and reverse discrimination for blacks and minority groups in the academic world.

A court has ruled that the policy of Georgetown University, a private Roman Catholic institution in Washington, of setting aside 60 per cent of its first-year law school scholarships for minority applicants was a violation of Federal civil rights law.

The ruling came in a suit filed by a 24-year-old white law student, who claimed he was discriminated against because he was not a black. The court ruled that the university's policy was a violation of the Civil Rights Act of 1964.

The university argued that its financial aid policies were a "bona fide affirmative action programme" to increase minority enrolment. It also argued that it was, in effect, how it conducted its affirmative action policies, since it was a private institution.

But the court said the university had accepted \$7m of Government money to build the law centre and therefore was forbidden to discriminate between students on the basis of race.

Cutbacks will hit teacher training numbers hard

from Mike Duckenfield
Scandinavia Correspondent

Twenty-five per cent fewer admissions to the two traditional universities—Copenhagen and Aarhus—and a general 24 per cent cutback in psychology and teacher training places are likely to be two of the most effects of parliament's recent decision to start limiting higher education over the next two years (*THES*, May 28).

Preliminary Education Ministry projections show that intake on long-term courses at Copenhagen is likely to be cut from last year's 5,000 new students to 3,700 in autumn 1977, while that for Aarhus will fall from 2,900 to 2,200.

Total annual admissions are to be stabilized at the present 20,000 mark until 1980. The heavy cuts at Copenhagen and Aarhus, however, will mean a marked increase in numbers allowed at the newer institutions, Odense University founded in 1966, will take in 12 per cent more students, Roskilde University Centre, which started teaching in 1972, will get 37 per cent more and the two-year-old Aalborg Centre will get 61 per cent more. Numbers at other higher institutions will rise by between 8 and 12 per cent.

The educationally, though not politically, controversial decision to restrict entries has come as a reaction against the massive and largely unplanned expansion of higher education in the 1960s. In 1960 only 13 per cent of 19-year-olds went on to higher learning. Last year, 30 per cent did so.

Because of the lack of short-term courses of three years or less, virtually all expansion has taken place on the long-term degree courses normally lasting between five and seven years. This has led to large-scale graduate unemployment and huge dropout rates.

Although exact numbers failing to complete studies are impossible to calculate due to complexities in the student registration system, the ministry estimates that dropout rates range from 70 per cent in humanities and 50 per cent in social and natural sciences to 40 per cent in law and medicine and 20 per cent in engineering.

Many academics see the new restricted entry system as potentially chaotic and students see it as politically motivated, favouring the growth of "obedient" technocratic institutions like Odense and Aalborg.

Professor Morten Lange, rector of Copenhagen University, in an interview with *The THES*, attacked many of the ministry's ideas as "home-grown". He would prefer to see no entry assessment, but a weeding out of poor students on the basis of their study performance. Restricted entries could also mean a "holistic" drop-out rate of university centres offering shorter courses at Roskilde and Aalborg have so far had relatively little effect on higher education. Out of 19,500 first-year enrolments last year, only 10,000 were mature and more than 1,000 were at the two centres.

'Dependence' seen as stumbling block to technology progress

from Patrick Knight
RIO DE JANEIRO

Brazil remains determined to bridge the technological gap, but the country's dependence on foreign technology is now impossible. To do so it has been recognized that research of all types must become a major priority in this country where everything is a priority, and everything is in a hurry.

The fundamental problem will be the training of enough people as quickly as possible, since the lack of manpower, rather than any other resource, is the main brake on progress. However, Brazil is to a country a "dependent" country, being a "dependent" country, being a "dependent" country, being a "dependent" country.

The educational system in Brazil is a part of a network in American part of the Public Broadcasting Service, the Public Broadcasting Service, the Public Broadcasting Service, the Public Broadcasting Service.

This year Congress considered increased public funds for the next 18 months. Meanwhile, the Ford Foundation has announced a grant of \$5.5m for public television, to strengthen the public television system, to strengthen the public television system, to strengthen the public television system.

But the court said the university had accepted \$7m of Government money to build the law centre and therefore was forbidden to discriminate between students on the basis of race.

Three new universities created

from John Morgan
DUBLIN

Government policy on the development of higher education in the Republic made a sharp about-turn last week with the surprise announcement that three colleges which were to have been linked with other institutions are now to be given fully independent university status. They are University College, Cork, University College, Galway, and St Patrick's College, Maynooth.

The first two, under the decisions on higher education announced in December 1974, were to have been linked together in a new National University of Ireland.

The third, at present a "recognized college" of the existing National University, with close links with University College, Dublin, was to have been given the option of becoming a recognized college of an independent UCD or of the already independent Trinity College, Dublin.

A Government statement said the new arrangements would be "incorporated in the legislation which is being prepared in relation to these and other institutions of higher education."

This means that, after reorganization, the Republic will have five independent universities—the present university colleges at Cork, Galway and Dublin, the present St Patrick's College, Maynooth, and Trinity.

The two major technological institutions, one in Dublin and the other in Limerick, will be recognized colleges of one or other of the universities thus created.

The announcement marks the end of a period in which academic authorities in Cork and Galway, backed by the opposition Fianna Fail party, had been clamouring for a change in the 1974 decisions. Their pleas had, till now, fallen on deaf ears.

One of the major reasons for wanting Cork and Galway independent was the need to block the aspirations to full university status of the Limerick National Institute of Higher Education. The Limerick Institute, after a lengthy and rather messy controversy, has now been forced to accept the academic authorities of University College Galway as the validating body for its degree-level qualifications; and it is presumably this development which has cleared the way for the present reversal of policy.

The smallest of the new universities will be St Patrick's, Maynooth, which includes a large number of Roman Catholic seminarians among its 2,500 full-time degree students. The largest will be University College, Dublin, which will have about 8,500 full-time degree students. The latter figure does not include 1,600 teacher training students in the capital's two major teacher-training colleges who are now studying for BE degrees under UCD auspices.

There is already in existence an ad hoc Council of Irish Universities, set up by the university authorities themselves rather than by the Government, and no Government action has yet been taken to designate all the third-level institutions under the Higher Education Authority Act in order to bring them all within scope of the HGA planning and funding machinery. This is one of the few 1974 decisions which does not need specific legislation.

The proportion of students entering teacher training has gone up from 5.1 to 11.3 per cent while that for the humanities, social and natural science, maths and engineering has fallen. Admissions to law courses have risen markedly. Women, who only accounted for one-third of all enrolments five years ago, now occupy 42 per cent of places, being most heavily represented in pharmacy, teacher training and psychology and least represented in engineering and commerce courses.

Growth at the new district colleges, eight of which are now open, has also been considerable. The admissions ratio by 68 per cent since they were started four years ago.

Top administrator resigns

M Jean-Louis Guernanne has resigned from the top post of director of higher education and research after two years at the Secretariat of State for Universities. M Jean-Louis Guernanne, director of teaching staff for lycées at the Ministry of Education since 1975, has been appointed in his place.



River Lee, Cork. The Government has changed its mind about the university.

Campuses set to crack down on study leave abuses

from Peter Wilby
BRISBANE

Study leave, one of the sacred cows of Australian academic life, is under attack. Faced with growing financial problems almost every university is examining ways of restricting the fringe benefit that will enable over 800 Australian academics to go abroad this year.

Most university staff expect one year off in every seven. In Tasmania study leave is contractual right. In the Australian National University's high-powered research schools academics are entitled to one year off in four.

In most other universities study leave is, strictly speaking, a privilege granted to senior staff on the basis of their study performance. Restricted entries could also mean a "holistic" drop-out rate of university centres offering shorter courses at Roskilde and Aalborg have so far had relatively little effect on higher education.

He criticized as "a romantic social democratic idea" the notion that work experience before university made students more mature and responsible towards their studies.

Admissions go up 5.6 p.c.

STOCKHOLM
A 5.6 per cent rise in university and college admissions in Sweden last academic year has brought the overall increase since 1970 to 36 per cent. Figures released by the Research Council for Science and the Humanities show no dwindling in demand for places with new enrolments having risen by about 10,000 every five years since 1969.

Teacher training and agriculture course entries, up 126 per cent and 64 per cent since 1970, have led the expansion. While admissions to Trondheim and Bergen universities have risen by 40 per cent and 38 per cent, those at Oslo have only gone up by slightly less than half as much and those at technical colleges by only 7 per cent. Tromsø, the fourth university, was only opened in 1971.

The politics of African students

Forthcoming events

Gordon Miller

[illegible]

BOOKS

Depression or expansion?

Interwar Britain: A Social and Economic History
by Scott Glyn and J. Oxborrow
Allen & Unwin, £5.95 and £2.95
ISBN 0 04 94210 9 and 94211 7

If one compares the orthodox picture of interwar Britain still found in most social histories with what economic historians have been writing over the past decade it is sometimes hard to believe that they are dealing with the same period. According to the former, British economic development can be traced symbolically along the road to Wigan Pier or down from Jarrow; according to the latter, it is better charted by following the confident expansion of factories and suburbs out along, for example, London's North Circular and Great West roads. This attempt by two lecturers in social and economic history at the University of Kent to reconcile the paradox of depression and expansion is, therefore, most welcome and succeeds in providing a thoughtful and readable introduction, which cannot at present be bettered, to a fascinating and disturbing subject.

The authors reconcile the paradox not by any original theory but by achieving a judicious balance between the two views. They accept the evidence for an overall and widely diffused improvement in living standards due to economic growth, the decline in world food and raw material prices, and the declining size of families, but they acknowledge that Britain's socio-economic profile was only marginally altered. The highest peaks of wealth had been decimated by the Great War but little redistribution of wealth took place after the sudden collapse in 1921 of the post-war economic boom. Although poverty was undoubtedly receding, a substantial minority—perhaps a quarter of the population—still faced real hardship that varied from relative deprivation to actual malnutrition, and many working-class households sank below the poverty line at such times as child-rearing and old age, when their earning power reached its nadir.

Forced to put down new roots

Documents in Economic History: Migration from Europe 1815-1914
edited by Charlotte Erickson
A. & C. Black, £6.50
ISBN 0 7136 1616 4

Normally collections of documents are not one of the most inspiring forms of historical endeavour. All too often they constitute an easy addition to the publications list with a minimum of research and elegant commentary. But Mrs Erickson's book is a superb exception, a work of real scholarship, a moving and humane book, a delight for student and non-specialist reader alike.

Bicentennial year or no, the real interest in current work on migration has switched from the "receiving" countries back to Europe, as scholars try to understand just what it was that forced people to take the awful step of leaving their homelands. The book is a most judiciously chosen selection of documents, eagerly sought opportunity. American historians have, by and large, not distinguished themselves in this field in an articles fashion to prove their innate belief that people were for the most part driven by the blinding prospect in the new country of the life they had left behind. Oscar Handlin's *The Uprooted* where all Europeans were peasants coming from identical backgrounds.

The most interesting parts of Erickson's book tell us a lot about this very question. She has searched

For one group their earning power was at greater risk than ever before: the workers in Britain's staple industries—textiles, coal, shipbuilding—which had lost markets owing to wartime dislocation and price competition from the Japanese and others. This structural unemployment in the industrial North—which, as the authors suggest, Keynesian remedies might well have worsened—hit those "highly specialized and regimented industrial communities with a pronounced 'work ethic'" where unemployment was "the ultimate tragedy in social and economic terms". In contrast the South and Midlands where, before 1914, work had been more casual and less well paid, attracted the newer and more flexibly-located industries.

But the contrast between the two regional nations did not obliterate the gulf between the classes which, unlike the 1950s when affluence was commonly believed to be blurring class distinctions, was as conspicuous as ever. In particular, it was mainly the middle class which, enjoying better job security and stable prices, was able to taste the first fruits of affluence: the boom sectors of the economy; the motor car, which halved in price in a decade; and the new nation's family living by 1939 and which were mostly of middling rateable value and located in suburbs which had been colonized for housing by suburban railways and buses.

Although Glyn and Oxborrow give as their subtitle *A Social and Economic History*, their work is in fact an economic survey supplemented by analytical studies of social policy. As an economic survey its main virtues are in setting Britain's difficulties in a perspective which the non-specialist normally lacks. It thus touches on the problems of calculating growth rates and compares the interwar performance—1.8 per cent average annual increase in GDP—with the nineteenth century and the 2.3 per cent of post-1945. It gives a clear exposition of the factors which enabled the Gold Standard system to work successfully in the nineteenth century which were also common to the post-1918 world, applied after 1945 to a pity, however, that the distinctive preoccupations of the 1970s are too

recent to have been incorporated into the authors' frame of reference. Recent experiences, for example, of the relationship between inflation and industrial unrest might have helped to illuminate the turbulent and decisive period of 1919-21 which receives less attention here than it might.

If the economic survey is highly useful, it is linked to the social problems only through the book's unusual structure. The first chapter deals with both the economic and social aspects of economic growth, but the three following chapters deal exclusively with economic topics (overseas trade, industrial development and economic policy) and the book does not return to social issues until its second half, when it devotes separate and interesting chapters to unemployment, labour, population, housing and social policy. With no introduction or conclusion, the book amounts to a series of self-contained essays on selected topics.

All cultural topics are omitted, including education, even though it is acknowledged as the greatest item of public social expenditure. And it is up to the reader to cross-reference in his mind the different perspectives of the essays, and remember that whereas the social policy chapter emphasizes that government social expenditure was of the same order of magnitude as a proportion of total government spending as it had been before 1914, from the economic policy standpoint the significant fact is that the total was twice the prewar level. The only uncertainty shown by the authors is when dealing with political topics. Apart from factual inaccuracies, their exposition lapses occasionally from the usual high standard, as when they talk, for example, of cheap foodstuffs as one of the main "benefits" of imperialism reconciling the workers to capitalism when elsewhere they have suggested that it was free trade that kept food prices low.

But with these minor qualifications each essay provides a shrewd and incisive analysis of its subject in which not only are the implications for government policy-making clearly identified, but the methodological pitfalls of too much weight on doubtful survey and statistical data, and of confusing correlation with causation, are also discussed with exemplary judiciousness.

Martin Ceadel

Schmidt who changed his name to the literal Portuguese translation "Pedro almeida". But the prize story here comes from two letters from a Devon man who writes from Law Overseers asking them the Poor to send his wife and children to join him in Missouri. Though the transaction might have saved them much relief expenditure over the years, the officials demurred. They came to the conclusion that the children, but if you love to keep them there and maintain them you can do so and be damned. I am not coming for that, and as for your talk of having to send me back you can just kiss my arse. I am now in America living in the land of the free. The Jews of England cannot touch me where I now live. But, not a very nice man. "Blunt, good thing millions of migrants took a first on their own took a different attitude."

The last two sections are concerned with private recruitment of immigrant labour: there is a particularly pathetic passage where an Italian immigrant starkly indicated to the House of Representatives Committee in 1888 his helplessness in the face of the *padrone* system—more conventionally with the journey across the Atlantic and arrival in the new land. It is all the more heart-breaking for that. The book is modest for a paperback version will give it wider currency. For it is a book to own and cherish.

S. B. Saul



Fair unveiling a sleeping woman by Pablo Picasso from *Prims of the Twentieth Century: A History* by Riva Castleman, Thames and Hudson, £4.50 and £2.50.

Class in Scotland

Social Class in Scotland Past and Present
edited by Allen MacLaren
John Donald, £8.00
ISBN 0 85976 0138

The Labour Aristocracy in Victorian Edinburgh
by R. Q. Gray
Clarendon Press: Oxford University Press, £8.00
ISBN 0 19 822442 7

The myths and hypocrisies so gladly cherished in our class-ridden society have provided sociologists and historians with a wealth of subjects on which to base their empirical research. One of these, the traditional belief that Scottish society was and is more democratic than that of England, is critically examined from a variety of viewpoints in MacLaren's *Social Class in Scotland* and in a more specialized manner in Gray's *The Labour Aristocracy in Victorian Edinburgh*.

MacLaren's book is openly conceived as a study in sociological history and, according to the blurb, aims "to determine the degree both of openness and of stratification that characterize Scottish society". Despite the editor's disclaimer that the essays have been too recent rather than the present work of the collected essays in the book relate to the twentieth century. MacLaren's introductory summary of the work of the various contributors conveys very well the fact that dominated Scottish society in the nineteenth century, or at least those sections of it chosen for study, and that there is little indication that in the midst of present-day economic emergency and working-class domination of politics the situation is likely to alter to any marked degree.

The essays which consider the nineteenth century are all conceived to show the development of class identity and how this recognition of class identity influenced (though nowhere is any serious effort made to define for the reader what each author means by such terms—indeed the evidence of such historical data of explicit sociological exposition.)

Gray's book suggests persuasively that Scottish middle-class concern over the nineteenth-century slums sprang essentially from the fear that they would breed crime and a deep-felt need to improve housing conditions. In similar vein MacLaren's examination of middle-class epidemics emphasizes how bourgeois self-interest and a predisposition towards Calvinistic notions of the origins and nature of "triumphal epidemics" led to the nation over contamination and an effective fusion of humanitarianism and dynamic self-interest "sufficient to prevent the emergence of an effective health movement as in England."

T. C. Smout compares attitudes

and behaviour among different classes, sexes, religions and regions. He emphasizes how the increasing class polarization and associated residential segregation created problems for middle-class males and some working-class members of the labour aristocracy. Customarily denied access to girls' schools, their use as domestic servants, and pressures caused by a vicarious concern over their effects on careers and social standing.

His interesting and complex contribution is equally marked by Gray's analysis of thrift and working-class mobility in Victorian Edinburgh. Gray's main purpose is to show that the prevalence of those modes of respectability and independent behaviour among the particular kind of working-class known as the labour aristocracy emerged from more images in middle-class conceptions (as Smout suggests at a point) but as a result of the growing class identity of a group of workers clearly aware of their superior economic situation and expectations of further improvement. This theme is subjected to a far more detailed examination in Gray's own book. Careful attention is given there to the emergent class consciousness of its social manual workers and to how it was effectively contained within a predominantly bourgeois society.

The thesis is developed against the background of the general industrial structure of the period and the particular economic, social and political features of Edinburgh itself. Its critical narrative, buttressed by careful research, is particularly effective in showing how the city's "aristocratic" manual labourers established protective class institutions as an important element of their ability to safeguard their existing and future socioeconomic position within the capitalist order.

The two essays in MacLaren's volume which detail more modern trends suggest on the one hand that class polarization is a distinct feature of working-class Scottish politics and on the other that it is within Edinburgh a distinct ruling class (mainly financial) which is unlikely to suffer any of the onslaughts so readily expected to shower on its English counterparts. Only the two authors of "Nineteenth Century Scottish Agriculture" suggest in their essays a less defensive attitude than that in England. But even so they imply rather depressingly that the evidence of the fusion of interests and mutual cooperation within this sector points to a determined effort by the ruling class to establish a form of cultural identification with workers which would effectively diffuse any ideological polarization of landed and landless and thus help maintain the system.

English protagonists of the virtues of middle-class life and outward respectability look who feel very much on the defensive in these troubled times could do well to read these books.

W. R. Garside

Geographical tracts

Geography and Voting Behaviour
by Al. A. Bastedo
Oxford University Press, 95p
ISBN 0 19 874031 X

Airport Strategy and Planning
by K. R. Sealy
Oxford University Press, £1.25
ISBN 0 19 874041 7

Properties of Materials and Geomorphological Explanation
by W. R. Whalley
Oxford University Press, £1.25
ISBN 0 19 874042 5

The 50 to 60-page booklet is new to geography, and it poses problems of purpose and approach that have yet to be resolved with any clarity or unanimity. It is longer than a research paper, shorter than a textbook, and has a rather different market from a research monograph.

In many ways, it lends itself best to a documented and illustrated affirmation of faith, an expounding of a viewpoint or attitude—a tract, in the literary sense of the word. However, the fact that it can be used in a variety of ways is amply demonstrated by these four short volumes in the series *Theory and Practice in Geography*.

Bastedo's consideration of geography and voting behaviour is, in effect, a mini-textbook. It provides a simple account of the field by summaries of studies that have been carried out. It may be useful to certain levels but it cannot satisfy those really working in this area, nor even those students with a specialist interest in voting behaviour. It is too brief to be a satisfactory textbook, while what is included is often uncritically reported, together with errors and misconceptions. Moreover, there is no attempt to present and argue a case for new ideas, attitudes or approaches.

In contrast, Sealy's volume is one man's view of airports in Britain. It draws on an extensive and mainly non-geographical literature interpreted through the work and expertise of his authority. The review of airport site requirements—land, demand, accessibility, noise tolerance, etc.—provides both general ideas and specific cases, while the discussion of strategy concludes the writing potentialities of a "national plan" and a *laissez-faire* approach. It is, perhaps, the determined and explicit absence of commitment on this issue that is the most disappointing feature of the book. It is otherwise a useful and interesting presentation. The concluding section summarizing the history of airport development in Britain, especially since 1961, includes a highly pertinent account and discussion of the third London airport debate.

It is Warren's contribution, on the theme that "Britain as the first industrial nation was paid heavily for the honour" that I found most enjoyable. He takes this opportunity to present an extended essay on the historical growth, change and decay of British heavy industry from 1800 to the Second World War (apart from comments on the 1960s in the last few pages), as interpreted by one who has worked widely in the field.

It is full of interesting facts and stimulating ideas, but is obviously not meant to be read as a textbook. For maximum benefit from the personal views presented, prior knowledge and appreciation of the issues involved is an obvious advantage.

The final volume by Whalley is perhaps best described as a reference compendium of terms and concepts, providing a potentially useful summary of potted science for those who are not too sure of their competence. For the geomorphologist it is rather elementary and training in a real physical science makes too many unwarranted assumptions. Moreover, there is always a danger that such brief and limited accounts could be misleading, especially if semi-comprehension is thus confirmed as authoritative knowledge. It is a handy reference volume but it is neither textbook, manual nor discursive review.

Stanley Gregory

Northern England
by Cuthbert A. M. King
Methuen £4.80 and £2.20
ISBN 0 416 84450 2 and 84460 X

Scotland
by J. B. Sissons
Methuen £4.50 and £2.00
ISBN 0 416 83990 8 and 84000 0

Although the varied scenery of our islands, and their complex geology have been perhaps more intensively studied than those of any other area of comparable size, British geomorphologists have been notably chary of attempting "nationwide" surveys or syntheses. With the continuous accumulation of local studies such a task becomes more daunting each year, yet equally it becomes more desirable. Professors Brown and Clayton, with their team of authors, have now grappled with this formidable task.

Wisely, they have elected to do so in a series of six modest volumes rather than in one large one. By so doing they have been able to draw on the expertise of authors

The New Zealanders: How They Live and Work
by R. J. Johnston
David and Charles, £3.95
ISBN 0 7153 7170 3

Professor Johnston has been a sympathetic but not uncritical observer of the New Zealand scene and he has a practised skill in evaluating data, especially statistical data. He has, too, a deft pen for presenting the fruits of his work to a wide public. So this is a very good book. Despite its short compass it gives a remarkably comprehensive, balanced assessment of the New Zealanders, excellent for the non-New Zealanders for whom it is written and readable with pleasure and profit by New Zealanders themselves.

It is impossible to summarize all the detail and apt commentary, but the general picture is clear: this is an egalitarian society, a nation of hard workers, in its leisure hours a nation of gardeners, campers, sports players rather than sports watchers, and beer drinkers. Inland transport in a country of high relief has always been difficult, and today the railways (3 ft gauge) are fighting a rearguard action against the roads. Passenger traffic, other than local, is almost wholly by air. Car ownership is very high; cars are expensive, but running costs are low, and roads, with few exceptions, offer no traffic problems. The author sees a deep humanitarian streak reflected in

Educational bibliographies

Higher Education in Developing Nations: A Selected Bibliography 1969-1974 by Philip G. Altbach and David H. Kelly has been published by Praeger Publishers at \$6.00 for a single copy, and \$4.50 for 10 or more copies. This bibliography on higher education in Asia, Africa, Latin America and the Middle East lists books, articles, dissertations, theses, government and international agency reports and documents. Entries are listed by country and subject matter.

Also published by Praeger is *Comparative Higher Education Abroad: Bibliography and Analysis* by Philip G. Altbach at \$7.00 for a single copy, \$5.00 for 10 or more. This is a selective and critical bibliography of materials on higher education most of which were published in 1974; these include books, articles and dissertations on higher education in all countries except the United States.

Send orders to ICED, 680 Fifth Avenue, New York, 10015.

Landforms and land surfaces

particularly knowledgeable about different parts of the British Isles, they avoid lengthy delay in publishing, and can keep each volume to a reasonable price. To achieve such prices various economy measures have been accepted, including unjustified typesetting, a rather small typeface, no photographs, and fewer line illustrations than the authors would no doubt have wished. Equally, with only some 50,000 to 70,000 words of text available to cover their extensive subjects, authors have had to be economical in their writings to a high degree, which makes for some indigestibility in reading.

Considerable familiarity with the subject-matter is assumed and there are no glossaries of technical terms. Perhaps the main shortfall from the economics, however, has been the limited number of text figures included and the smallness of scale of some of them, which impairs legibility. But given the constraints, both Professor King and Dr Sissons have succeeded in summarizing an enormous volume and range of material very acceptably. Both also include selected bibliographies of some 200 items.

In the two initial volumes the authors have allocated their limited

space to suit what they feel to be the relative importance of different topics in their respective regions, although no doubt also influenced by availability of material and to some extent by personal interest. King, treating the area from the Border south to the mid-Pennines (with some excursions into southern Lancashire), commences with a concise summary of structural and stratigraphic history and emphasizes the dominant effects of structure and lithology on both macro and micro landforms. This is followed by chapters on the tertiary denudational evolution (so far as this can be reconstructed), karst landscapes, glacial, periglacial and post-glacial features, and the coasts, with summary conclusions. For Scotland Sissons follows the lines of his 1966 volume, treating the whole of pre-Quaternary evolution in two opening chapters, and devoting the remaining seven to glacial and its multiple effects, including the complex changes in land and sea levels whose residual traces around the Scottish coasts his own work has done so much to recognize and interpret. Some might quarrel with this balance, but in terms of the visible scene and the uncertainties of earlier evolution, it can probably be justified.

R. F. Peel

On France in Franglais

France
by J. Beaujeu-Garnier
Longman, £4.95 and £2.50
ISBN 0 582 48171 6 and 48178 3

The notion that geography is essentially about landscape, the visible features of the earth's surface and their evolution, has a somewhat old-fashioned ring today. It relates to a period in the first half of this century when the subject was in retreat from its attempt to provide "scientific" explanations by way of geographical determinism; but before the arrival of the spatial science typical of the "new geography". As it happens, Mme Beaujeu-Garnier does not pay much attention to the landscape theme announced for her by Dr J. M. Houston, the general editor of the series; for better or worse, what she obviously intends to provide is a straightforward brief survey of the geography of France.

The basic approach is genetic: physical geography is firmly rooted in the Horycynian orogenesis or the Flindrian transgression, human geography advances by way of the Magdalenian and Louis XIV, urban geography spans from Maastricht to mass tourism. A more explicit landscape approach is found in the description of field systems, farms and villages and of their contribution to the endless variety of the land of France. This is one of the best

things in the book, but how one longs for photographs to light up the text, and maps to locate the bewildering stream of regional names.

The closing chapters on regional planning and on the problems of Paris carry the authority that can be expected from this author. However two major defects spoil what could otherwise have been a most stimulating and valuable book. First it is written in a kind of Franglais. The French is often incoherent, like the initially bewildering use of "crows" instead of something like "concentric zones" when talking of Paris (the French is evidently "concentric"). Generally, however, there is a slight verbal fog, through which meaning can often be grasped only with some difficulty. The second deficiency is in the bibliography. The brief list of works in French is useful, but British geographers are represented only by two aged textbooks. There is no reference to the quite considerable body of work on France done in this country in the last few years, although this is what would be most accessible to the readers for whom this book is presumably intended. Most astonishing of all is the failure to mention the brief outline of the geography of France from the mastery hand of Pierre George, of which an excellent English translation is also available.

T. H. Elkings

Among this week's reviewers

R. O. Buchanan is professor emeritus in the University of London and is author of *The Pastoral Industries of New Zealand*.

Martin Ceadel lectures in history and politics at Imperial College London.

T. H. Elkings, professor of geography at the University of Sussex, is author of *The Urban Explosion*.

W. R. Garside lectures in the department of economic history at the University of Birmingham and is author of *The Durham Miners 1919-1969*.

Stanley Gregory is professor of geography at the University of Sheffield and author of *Statistical Methods and the Geographer*.

Peter Lloyd is reader in social anthropology at the University of Sussex and has written *Africa: Social Change and Power and Independence*.

Gordon Miller is at the Institute of Education, London.

S. B. Saul is professor of economic history and at Edinburgh and co-author of *The Economic Development of Continental Europe 1780-1870*.

The Hungry Fly

Vincent G. Delhier

This book is an exploration of what we mean when we say that an animal is "hungry". It analyzes the ecological concepts of motivation and drive as tested in extensive and elegant experiments on blowflies. The fly, then, is incidental: concepts and experimental techniques for evaluating them are the main subject.

With clarity and wit the author tells the story of all the research that has been carried out with the blowfly. In so doing he traces the development of ideas and methods employed in experimental physiology and illustrates an approach to the study of animal behaviour that is based upon analysis of underlying mechanisms. A *Continuum* Fund Book £20.40

HARVARD UNIVERSITY PRESS
126 Buckingham Palace Road London SW1

AUSTRALIA

Darling Downs Institute
of Advanced Education,
Toowoomba, Queensland
LECTURER/SENIOR LECTURER
DEPARTMENT OF BEHAVIOURAL SCIENCE

SALARIES:
Lecturer II \$A427.40-\$A549.80 per fortnight
Lecturer I \$A498.60-\$A688.00 per fortnight
Senior Lecturer \$A681.00-\$A780.30 per fortnight

Appointment will be either at the Lecturer or Senior Lecturer Level. This Department has an applied emphasis, offering major and elective subjects within Bachelor courses in both Business Studies and Arts and Core and elective subjects within Undergraduate and Graduate courses in Teaching.

Applicants will be responsible primarily for courses concerned with Personnel Management within the fields of Industrial, Occupational and Organizational Psychology.

A combination of academic qualification and applied professional experience and achievement in industry and/or public service is essential.

Appointments may be made on a tenured basis or a fixed-term contract.

Applications, including a full curriculum vitae and the names and addresses of two professional referees, should be forwarded to:

The Agent-General for Queensland,
382 Strand, LONDON WC2R 0LZ.

Closing date: September 13, 1976.

Polytechnics continued

oxford polytechnic

Applications are invited for a new post of

Head of Department of Mathematics

Statistics and Computing

Applicants should be able to offer leadership in Mathematics, Statistics or Computing. The person appointed will primarily be engaged in teaching and co-ordination of the work of the department.

Salary in Head of Department Grade VI within the range £8,037-£8,913 plus £12 per annum subject to Government pay policy.

Further details and application forms from the Dean, Faculty of Technology, Oxford Polytechnic, Oxford OX3 0BP.

Applications, including the names of three referees, should be received by Tuesday, 7 September, 1976.

Resident Warden

At Lady Spencer-Churchill College, Wheatley. Applications are invited for the post of Resident Warden at the college, which houses 350 students (male and female), 5 miles from the main site. Candidates must be graduates preferably with experience of teaching in higher education. A family house will be provided on site.

Salary on the scale for Principal Lecturers (£6,252-£7,980).

Further details from the Registrar, Oxford Polytechnic, Oxford OX3 0BP.

Huddersfield Polytechnic

Technical Assistant

Graduate or Equivalent AP3/4 £3,234-£4,014 NT 105

A Technical Assistant will be required to assist the Assistant Director of the Polytechnic in the administration, management and presentation of information on many aspects such as financial and physical resources. The successful candidate will be expected to be self-motivated with initiative and interest in developing computer applications.

The work might be suitable for a young science, engineering or business graduate, although degree qualifications are not essential and applications will be considered on merit.

Establishment Officer

PO1 (1-5) £5,001-£5,562 NT 108

The appointee will be responsible to an Assistant Director for the implementation of a series of policies of the Polytechnic and for the preparation of reports and other papers in this field. A degree and/or appropriate professional qualifications would be an advantage.

Application forms are available from the Establishment Office, Huddersfield Polytechnic, Queensgate, Huddersfield, Telephone Huddersfield 30501 Ext 307.

Applications should be returned by 27 August 1976.

The Polytechnic of Central London

An advertisement on behalf of the School of Communication appeared in our issue of August 6th in error. We apologise for any inconvenience this may have caused.

General Vacancies

LONDON, W.1

Private college requiring experienced teachers in the fields of Mathematics, Science, and English. The successful candidate will be responsible for the teaching of these subjects to students of the college.

WESTMINSTER TUMORS LTD.

Requires a MATHEMATICS Tutor for a 6-hour per week position. The successful candidate will be responsible for the teaching of Mathematics to students of the company.

Librarians

MANCHESTER POLYTECHNIC LIBRARY

SUBJECT LIBRARIAN (Science and Technology)

Applications are invited from graduates with a degree in a relevant subject. The successful candidate will be responsible for the management of the library collection in the field of Science and Technology.

For further particulars and application forms, please contact the Librarian, Manchester Polytechnic, Oxford Road, Manchester M6 9PU.

THE NEXT 'Review of New Courses'

Feature
will appear
on
September 3
1976

For details
of
advertising
please contact
Charlotte Coulson
01-837 1234
Ext 575

Overseas

HONGKONG POLYTECHNIC

The Hong Kong Polytechnic is an expanding institution which is now putting into effect a forward looking development plan incorporating a credit unit approach combined with a self learning system. The basic teaching departments are being re-organised into three Divisions of Engineering, Science, and Commerce and Design, together with new broad, interdisciplinary centres relevant to the needs of Hong Kong.

Applications are invited for the following posts:
ASSOCIATE DIRECTOR—Division of Engineering
ASSOCIATE DIRECTOR—Division of Applied Science
ASSOCIATE DIRECTOR—Division of Commerce & Design

HK \$144,600 p.a. (c. £16,066 p.a.)

Candidates should possess good academic qualifications and substantial relevant professional, administrative and teaching experience in the appropriate field. A higher degree and experience at Head of Department level or above would be an advantage. Associate Directors will be directly responsible to the Director, act as Chairman of the appropriate Divisional Board, lead and be responsible for the administration, planning and management of the departments within the Division and liaise with the appropriate professional, industrial, commercial and Polytechnic wide functions as the Director may specify, e.g. student affairs, overall planning, etc.

Head, Department of Mechanical & Marine Engineering

within a range but not less than
HK \$115,800 p.a. (c. £12,866 p.a.)

The Department is a constituent member of the Division of Engineering and offers programmes on a unitary basis at technician and professional level. From September 1976, the Department will be housed completely in new premises and will have an academic establishment of 24 and a support staff of 16. The Department's students will undertake practical training in the Polytechnic's newly established Industrial Centre.

The successful candidate will be required to lead the Department's activities, participate fully in the work of the Division of Engineering and provide effective communication with industry and the community. The appointment is tenable immediately and will be on a gratuity bearing contract of negotiable length.

ASSISTANT LIBRARIAN (Non-print materials)

HK \$38,040 to \$68,940 p.a. by 11 increments
(c. £4,227 to £7,660 p.a.)

Commencing salary will depend on qualifications and experience. Candidates should have qualifications in librarianship and in education together with experience in the organisation of non-profit materials. The successful candidate will be responsible to the Librarian for the organisation and dissemination of non-print materials and for the operation of a student self-learning area.

The appointment is tenable immediately and will be on a 2-year gratuity bearing contract term initially. Suitable appointees may be offered permanent (superannuable) terms of service thereafter.

BENEFITS (all posts) include passages, long leave, subsidised accommodation, medical and dental benefits, children's education allowances and terminal gratuity equal to 25 per cent of basic salary received over the entire contract period.

TAX on salaries in Hong Kong does not at present exceed 15 per cent of gross salary.

Application forms and further information obtainable from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London, SW1W 0BS. Please quote reference TET/HKP/THES and specify post when applying.

Completed applications to reach TETOC by 31 August.

Holidays and Travel

WINTERSPORTS!

SAVE £5 PER PERSON!

Book any Thomson 14 night skiing holiday before the end of August and save £5 per person off the holiday price.

See your travel agent or ring us at 01-388 7361 (Luton and Gatwick departures) or 081-833 9611 (Manchester departures). Hurry to book now! Offer finishes August 31st.

THOMSON HOLIDAYS

ATOL 1528C

Reid on a university training scheme for postgraduate engineering students

The factory floor is their workshop

More than 20 years ago a group of Cambridge University second year engineering students sacrificed six weeks of their summer vacation to take part in a pioneer training scheme designed to equip them for a career in industry. Although the scheme floundered in the late 1950's because of lack of funds it paved the way for a course that is today the envy of industry and higher education alike.

The Advanced Course in Production Methods and Management was launched by Mr J. I. Reddaway, of the engineering department at Cambridge in 1955. An innovator of the first pioneer scheme more than a decade before Mr Reddaway had long nurtured the idea that industry needed graduates who knew what a shop floor looked like.

Industrialists in companies such as the John Brown Group, Davy Ashmore, Imperial Chemical Industries plastic division and Tube Investments felt the same and their offers in the 1960s to sponsor students on what was then a unique course provided the corner stone for a scheme that has flourished ever since.

The intensive 49 week post-graduate course is now run jointly by Cambridge and Lancaster Universities, which joined the scheme in 1974. Its object, says Mr Sharman, the senior course tutor at Cambridge, is to make an engineering graduate technically literate in all the basic manufacturing processes and their organization. This year it had 18 hand-picked engineering students from universities and polytechnics throughout the country.

They are given a seven week intensive training session at Cambridge before being sent out to work in industry on projects, investigations and surveys. Unlike traditional graduate induction schemes the course involves only a limited amount of "learning by observation".

There are works visits both in Britain and Europe and 10 weeks of intensive short courses but basically the graduates spend up to 70 per cent of the year-long course on the shop floor.

Working groups are established the length and breadth of the country in transit vans the "men" (as the course tutors call the students) undertake investigations and projects lasting between one and three weeks in firms ranging from small private companies with only a handful of workers.

The men stay in hotels and go out to work each day, five days a week. They share two transit vans and each takes turn at being "transport manager", with responsibility for maintenance of the

vehicles, or "group manager", dealing with accommodation and other practical details during their travels.

Either Mr Sharman or the other course tutors, Mr Mike Gregory based at Cambridge, and Mr David Dawson at Lancaster, have the task of approaching firms and securing work placements for the course members. They work to a tight time schedule and often only begin to receive firm responses a few weeks before the start of the course each September.

Projects undertaken are sometimes selected by the host firm but all the men have an opportunity of working in their specialist area, whether it be civil engineering, production engineering or metallurgy.

As Mr Dawson points out: "All investigations, most of which are of genuine value to the 'host' company, finish with a verbal report, session to management, the university tutors and other course members. This is followed by a written report from the men taking into account the comments received."

The groups have moved into all types of firms to cope with all kinds of problems: they have made a full appraisal of capital investment in an upholstery factory and worked out a solution to production difficulties in a large steel works.

Mr Dawson remembers how one team moved into a clothing factory in the north east for a fortnight to re-organise the layout of the cutting area.

After one week the lads had a progress meeting with the managing director. They had their outline suggestions prepared at this stage. Firms normally analyse the project reports but in this case the managing director said it should be put into use immediately.

"The team immediately started talking to the people on the shop floor who were involved, to allay their fears and the new system was ready for operation by the time they left."

One team of three moved into a small firm in Manchester which specialised in factoring for other organizations but did little production work for itself. The company, with a three-man management team, had devised a multimeter which was already causing interest in industry and universities because of its extremely low cost. Although the firm had produced 30 prototypes it was unsure whether to go into production and market.

The team examined the possibilities, weighing alternative sites and costs near by which could have housed a factory that might expand. They examined the firm's



On the spot assessment of the problem

resources, the possible market and came out in favour of the small company remaining in its own very profitable field—a solution approved by the firm's management.

Mr Dawson now says: "The firm was operating in a back street in a make-shift manner. We made our men live with them for three weeks and ask the management questions they did not dare ask themselves."

At the end of the course the men (a misnomer because two years ago a female student completed the course) were given a salary and grants available to those who had second or first class honours degrees.

Of the 18 on this year's course three have received SRC advanced course studentships of £1,050 a year, which will be raised to £1,200 next year, another 11 have industrial studentships—an arrangement where the firm pays a salary and the SRC pays a grant to the firm—and one has a normal industrial sponsorship. The remaining three, two of whom are from overseas, are privately funded and pay £700 course fee, transport costs and accommodation out of their own pockets.

The students receiving advanced course studentships or industrial studentships have their transport costs and the majority of their accommodation costs paid by the SRC. Those with direct industrial sponsorship charge their firms for both these items.

The tutors say that only a few students are unable to join the course because of lack of funds. If a potential student seems to have ability they will go out of their way to find him sponsorship through contacts in industry.

Basically the aim of the course is to measure the quality of the applicants. Academic ability is not rated as important as personality, aptitude and motivation. This year there are six Cambridge graduates but the other 12 come from a range

of higher education institutions, including two polytechnics. Last autumn a second class honours graduate from Imperial College, London, was rejected, but a Middlesex Polytechnic graduate with an ordinary degree was accepted. He has now secured a job in industry paying more than £4,000 a year. He won a place on the course because of his obvious motivation and interest in industry.

Mr Dawson says that each year graduates are turned away, including many who are well qualified, because they fail to fulfil the "personality-motivation" criteria. Fifty graduates have applied for places on the course this autumn but more than 20 have been turned away as unsuitable. A main attraction of the course, which leads to no paper qualification, is that the institutions of mechanical, production and electrical engineers recognize it as fulfilling a full year of their post-graduate training requirements.

Over the years the numbers on the course have fluctuated between six and 18 but this autumn 24 students will enrol. The Department of Industry have given a £100,000 grant, to be spread over the next three years, which will finance the appointments of three more course tutors allowing the number of available places to grow to 40 by September, 1977.

A spokesman for the department said: "This course has been running successfully for more than 10 years and has a history of success. Industry buys the product because the sort of person coming off this course is what it wants."

"We are very concerned with the quality of people going into industry at this time. This course has a proven track record and that is why we are providing the grant on a temporary basis over the next three years so it can be expanded."

The students themselves are equally aware of the course's success. The fact that they have been offered jobs in industry proves the point for them. They admit the pace is fast but apart from a few minor grouses about having to spend long periods away from home are uncomplicated.

The course tutors believe that they turn out students who are technically literate with a capacity to work with people and experience in the rapid assessment of technical and personal problems. They can communicate and have the ability to work as a member of a team.

Mr Dawson says the men are also aware of the significance of company profit—it is not a "dirty word" to the graduates of this particular course.

He points out "The fact that good ideas may not be acceptable to industry has come as a great shock contact in industry. Co many recent graduates. We hope that in their year with us the men will gain some qualities of advocacy and understanding with which to support their technical knowledge and also a realization that the contribution of others has to be earned."

AUSTRALIA

Kelvin Grove College of
Advanced Education
Brisbane

LECTURER IN
SOCIAL STUDIES
(HISTORY)

The appointment will be made within one of the following salary ranges in accordance with qualifications and experience.

Lecturer I \$A11,161 to \$A14,945 Per annum
Lecturer II \$A13,033 to \$A17,427 Per annum
Senior Lecturer \$A17,767 to \$A20,918 Per annum

Kelvin Grove College of Advanced Education is an autonomous College specialising in the preparation of teachers in the field of pre-school, primary and secondary education, as well as providing a variety of courses in in-service education, together with other courses.

Applicants should have qualifications in some of the areas of Contemporary World History, International Relations, History of South East Asia together with appropriate academic qualifications and evidence of successful teaching experience.

The successful applicant will be expected to commence duty by 31st January, 1977.

Applications close 6th September, 1976.
Application forms and further details available from the Agent-General for Queensland, 382 Strand, London WC2R 0LZ.

Holidays and Travel

WEST County Council GLAMORGAN

Applications are invited from suitably qualified persons for the following post in the Authority's Further Education Service for September, 1976, or as soon as possible thereafter.

Institute of Higher Education School of Science

Lecturer, Grade 2, in Computer Science/Mathematics to teach these subjects up to, and including, H.N.C. standard. Candidates should possess an honours degree, or equivalent, and relevant teaching and/or industrial experience is desirable. (Post Ref. IHE/9.13.76.)

Application forms and further particulars are available from the undersigned on receipt of a foolscap stamped addressed envelope quoting the appropriate post reference.

The closing date for the receipt of completed application forms is FRIDAY, August 27, 1976.
Education Dept., Princess House,
Princess Way, Swansea. JOHN BEALE,
Director of Education.